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ABSTRACT

This handbook is intended to provide vocational educators with methods for teaching culturally diverse students. The first two sections offer information on cultural diversity in vocational education and the concept of multicultural education and on understanding the culturally diverse. Four principles of cultural diversity are described, and learning about cultural diversity in the local community is discussed. The third section focuses on teaching the culturally diverse. The learning process is summarized, and then preplanning procedures are outlined. Discussion of instructional procedures first considers teaching methods--presentation, discussion, job instruction, self teaching, and combinations--and then surveys teaching techniques or procedures used with a method of teaching. These are described: role playing, demonstrations, resource persons, field trips, lectures, supervised study, problem solving, and tests and inventories. Other topics addressed include using realia; infusing concepts and activities to preserve, extend, and enrich cultural diversity; and parent involvement. The final section summarizes in a table format possible problems and preventive/correctional educational practices. The left hand column describes the problem/observation, while the right hand column contains helpful practices. A list of sources of materials is appended. (YLB)

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TEACHING CULTURALLY DIVERSE STUDENTS IN VOCATIONAL EDUCATION

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CULTURAL DIVERSITY IN VOCATIONAL EDUCATION

The population of the United States is comprised of individuals from many different cultures. When these individuals enroll in school programs, they bring many of their cultural differences with them. Some of the differences impact the learning environment in the school to the extent that special considerations may be needed in their education. Teachers of vocational education frequently encounter these differences, an example being attitudes toward the value of work.

One of the issues in education today relates to whether the goal should be to foster cultural homogeneity (sameness) or cultural diversity. This has led to the emergence of multiculturalism, which emphasizes the need to preserve and strengthen cultural differences and rejects using education to achieve cultural sameness.

As the interdependency of nations and people around the world accelerates, the need for teachers to be aware of, understand, accept, and function effectively in various settings and with individuals culturally different from themselves is more critical than ever. Teachers have the responsibility to develop vocational programs that reflect the multicultural realities of their community, the state, the nation, and the world.

Multicultural Education

The concept of multicultural education emerged from the efforts of educators to preserve and strengthen cultural differences. Vocational teachers need to be aware of their roles in educating culturally diverse individuals and, yet, preserve cultural differences. The Commission on Multicultural Education has explained multicultural education as follows:

> Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead multicultural education affirms that schools should be oriented toward the cultural environment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major educational institutions should strive to preserve and enhance cultural pluralism (1972).

Through multicultural education, vocational teachers are to become more responsive to human conditions, individual cultural integrity, and cultural pluralism in society. It includes promoting the ability to cope with racism, sexism, linguistic variations, different values, and diverse learning styles.

In the early Twentieth Century, the basic philosophy of the public schools was to mold individuals into American models. This gave rise to the notion of America being a "melting pot." Immigrants to the United States were to take on the values, customs, behaviors, and language of the majority. Ethnic diversity was not tolerated.

The "melting pot" notion failed. First, it was only designed as a means to assimilate white Europeans. Other culture groups, such as Native Americans, Afro-Americans, Spanish-speaking persons, and Orientals, were certainly not going to "melt" into the dominant Anglo culture. These culturally and racially different groups had been systematically excluded from the mainstream of American life. The "melting pot" never proposed to include all American ethnic groups. Secondly, this myth was based on the premise that all cultures could be assimilated into the American social, economic, and political system and that this was a desirable goal.

In the 1960's, the civil rights movement dramatically pointed out the failure of the public schools with the minority youth who would not "melt" into the system. About 80 percent of the Puerto Rican students and

46 percent of the black students drop out by the twelfth grade. Almost 50 percent of the American Indians quit before finishing high school. In contrast, only 28.9 percent of whites drop out by the twelfth grade (Stent, et al., 1973).

Protests, pressures, and programs have been initiated to eliminate prejudice from textbooks, schools, and the mass media. At the same time demands have escalated to consider the needs of minority groups and individuals in the public schools.

Vocational teachers are confronted with the challenges of multicultural education. The concept is neither easy to comprehend nor implement.

UNDERSTANDING THE CULTURALLY DIVERSE

The existence of culturally diverse groups in vocational education is a recognized fact. Teachers must be aware of individual and cultural differences as they are reflected in learning, human relations, motivational incentives, discipline, and communicative skills. From a multicultural perspective, all students are recognized as individuals different from one another. The differences stem from the interaction between their cultural background and societal and political factors. Factors such as sex, race, ethnicity, age, socioeconomic level, physical and mental capabilities, and religion of students must be understood in order to develop an equitable educational environment.

Concepts that describe cultural diversity include racism, sexism, prejudice, discrimination, oppression, powerlessness, power, inequality, equality, and stereotype. When teaching culturally diverse groups, teachers must recognize the possible negative results that the concepts may have on culturally diverse individuals.

Investigations of educational environments in classrooms and laboratories uncover many inequities. As vocational educators become more aware of the inequities which exist in the schools, they should be able to eliminate specific inequities and be able to deliver more equitable vocational education programs.

Principles of Cultural Diversity

Four principles have been developed by Garcia (1980) to help in understanding cultural diversity. These are described here.

Principle 1: Ethnic groups have unique experiences within the broader American society.

This principle focuses on the experiences, often unique, which ethnic groups have within the broader American society. For example, Native Americans, Black Americans, and Irish Americans joined the broader American society under different circumstances. Irish Americans immigrated to the United States. Black Americans were forced to migrate to the United States, where they were enslaved for almost 175 years, then segregated for more years either by their own choosing or by discriminatory practices. Native Americans migrated to the North American continent centuries earlier and greeted the European colonizers. Irish Americans encountered hostility toward their religion, Roman Catholicism. Blacks encountered slavery and, later, racial segregation and discrimination. Native Americans encountered dislocation and separate nation status. Each group, in their attempt to participate in American life, encountered different experiences that influenced and formed the unique relationship between the groups and the broader society in the United States. Each group must be studied as a unique group; they cannot be studied as though their early experiences were the same or similar in nature.

Principle 2: Ethnic groups have definable demographic characteristics.

Members of ethnic groups tend to live in certain areas, speak certain languages or dialects, and sustain their ancestral ties. Japanese Americans tend to reside in the western United States and in Hawaii. Although the United States government relocated them to various areas of the West and Midwest during World War II, the Japanese Americans today reside predominantly west of the Missouri River. Cuban Americans maintain their Spanish language and culture while participating in the broader society. Greek Americans sustain their ancestral ties with Greece and its traditions.

Principle 3: Ethnic groups have elements of group homogeneity as well as heterogeneity, i.e., intragroup differences and similarities exist.

The fact that differences and similarities exist within a group is best illustrated by the Native American group. Native Americans are a tribal group, and in order of intimacy and interdependence, loyalty is first to the family, then the clan, and then the tribe. Within tribal groups there is variation; e.g., among the Apaches (tribe) are at least three distinctly different subtribal groups, each having different customs and traditions. Within each of the three subtribal groups are many families and clans to which individuals are primarily loyal. Thus, ethnic groups exhibit internal diversity in terms of traditions, customs, and languages. Among Native Americans at least forty-six distinguishable languages exist. Still, ethnic groups exhibit common values and beliefs. Generally speaking, among Native Americans the belief exists that people are a part of nature and must learn to adapt their ways to nature. An abiding respect for the ecology of the land, sea, and rivers is a common value among Native Americans.

Principle 4: Ethnic groups have world views that can be understood through their literature, folklore, music, and other humanistic art forms.

A group's world view can be understood by a study of the group's humanistic expressions. For example, as one reads the fiction and poetry of Black writers and listens to the music and folklore of Black musicians and folklorists, one may recognize a deeply felt assertion and affirmation of life. At first, the spirit of the Negro spirituals, the poetry of Langston Hughes, or the fiction of James Baldwin seem to be cries of despair; but as one listens and reads more carefully, a profound sense of hope and compassion for other humans emerges.

Learning About Cultural Diversity in the Local Community

The community is a vital source of information about the cultural diversity of the students enrolled in vocational education programs. Although any one community constitutes a microculture of the broader community, its study is beneficial because it reflects realistic, concrete day-to-day activities and experiences. Also, the intergroup relations within the school reflect the broader relationships within the community. Knowledge of the community, its power structure, and the socioeconomic, political, and religious influences can be of great value in understanding individuals of different cultural backgrounds. Such knowledge can also be beneficial in developing and implementing vocational education which meets the diverse needs of the students.

The following studies of a community (Garcia, 1980) would be helpful to educators in better understanding intergroup relations:

1. A study of ethnic groups in the community. This would include (a) similarities and differences; (b) interlocking relationships; and (c) conditions resulting from current forces as well as the community's history.

2. A study of family life patterns to provide insight into the backgrounds and experiences of minority and majority groups. This would include an analysis of family roles, livelihood, problems and concerns, and recreation patterns.

3. A study of intergroup experiences including stereotyping, ethnocentrism, prejudice, racism or discrimination. Attitudes, values, and beliefs can be studied through surveys, personal interviews, or panel discussions.

4. A study of racism. This would require a serious examination of the characteristics of racist and prejudicial thinking including:

   a. Emotional racism: This kind of racism ranges from slight distaste to extreme hate of ethnically and racially different groups.

   b. Cognitive racism: This kind of racism focuses on perceptions of meaning and understandings of what people are like. Whatever the facts may be about the people, to the racist person stereotypes are "facts."

   c. Action racism: This kind of racism is observable; avoidance, discourtesy, exclusion, exploitation and violence against people are evident behaviors of this kind of racism, which is also construed as racial and ethnic discrimination.

   d. Value racism: This kind of racism focuses on the values a racist person wishes to maintain or preserve. Preservation of racist values insures material gain; it becomes necessary to maintain racist values to insure material gain and economic security.

TEACHING THE CULTURALLY DIVERSE

Programs of vocational education are established to prepare individuals to enter and advance in the world of work. Stress must be on developing the competencies essential for employment. Attitudes toward work vary among various cultural groups. The teacher in vocational education is faced with the challenge of using teaching strategies which are effective in developing these competencies, including knowledge, attitudes, and skills.

The successful vocational teacher will understand how learning takes place and the impact that various cultural backgrounds have on the

teaching/learning process. The purpose of a teacher is to facilitate learning. Teachers need to understand that if students do not learn, they have not taught them. It is important for teachers to understand how individuals learn. This will help them select the learning activities which produce maximum student achievement.

The Learning Process

Learning involves a process through which an individual acquires new knowledge, attitudes, or skills so that his or her behavior is changed. In vocational education, learning involves developing the ability to do new things. These new "things" should be the occupational competencies needed by the students. Further, the learner must be active in the teaching/learning process. A student who is not active will learn, at best, very little. Students from various cultures may respond differently to learning activities contrived by the teacher.

With culturally diverse students, there are at least four important principles of learning in vocational education which should be observed. These follow (adapted from Lee, 1979):

> Students learn to do by doing - This implies that action on the part of the learner is essential. In vocational education, if a student is to learn a skill he or she must be presented a situation in which it can be practiced. Laboratory activities are especially useful in helping students learn by doing. Further, culturally diverse students may come from backgrounds deprived of abstractions and verbal symbols. They may have backgrounds rich in physical activities and mechancial experiences. Teachers would do well to use learning activities which are most appropriate.
>
> Students learn by imitating examples - Many of the behaviors people have are imitations of the behaviors they have observed in other people. The use of demonstrations in teaching is to present examples for students to imitate. In vocational education, the teacher would demonstrate (show) how to perform a particular skill. The student would then be given sample situations in which they would practice the skills. Students from cultural backgrounds with high amounts of physical activity would probably respond well in imitating examples.

Students learn meaningful information and skills better and retain them longer than less meaningful information and skills - This simply means that instruction in vocational education should involve the practical information and skills that will help individuals to be successful in their careers. It also means that teachers must select methods and techniques which add meaning to instruction. This supports the "hands-on" involvement of students in activities and the use of various teaching aids to get the attention of students and make instruction realistic.

Students learn to do what they do, and not something else - This principle tells us the students learn things by doing them. If a student does not practice a skill, there is no way he or she will ever learn it. Students must have the opportunity of practicing what they are to learn in the exact same manner (or as nearly as possible) as they will later apply their learning. This is why laboratory instruction and "real" work experiences are important in vocational education.

There are other principles of learning that could be included. These four, however, are probably the most significant in terms of instruction in vocational education and have considerable influence on the methods and techniques teachers should use with culturally diverse students.

Preplanning Procedures

Preplanning is an important part of considering cultural diversity in teaching. When preparing to teach classes which include individuals from culturally diverse groups, several important preplanning activities can help teachers understand their students more effectively. Proper preplanning can also help the teacher avoid later problems.

Suggested possible preplanning activities for teachers in culturally diverse situations include:

1. Study the culture of diverse groups included in your classes. This involves:
    a. identifying the dominant culture
    b. identifying minority cultures
    c. identifying ethnic and racial groups

d. studying the achievements of persons dominant in the various cultures who have been successful and who can serve as role models for students involved in the subject matter which you are teaching

2. Interview each student individually, including the following:

a. Discuss personal interests, including

hobbies
leisure time activities
favorite musician
favorite professional sports team or sports hero
having students share interests
helping students confide in you and develop feelings of worth and confidence

b. Discuss school interests, including

courses taken
electives taken
extra curricular activities
friends
clubs
sporting events attended

c. Discuss occupational interests, including

career preferences
jobs held
long-range career goals

d. Discuss past experiences, including

inventory of activities
inventory of skills developed
inventory of saleable skills

e. Discuss aspirations, including

goals
examples of successful role models
helping students see other possible goals
using aspirations as a vehicle for making instruction relevant

f. Discuss problems or needs, including

helping students conduct a self-analysis of needs (physical needs, rest, diet, exercise, dental, eye, housing, and safety)

helping students analyze social needs (friends, group activities, sports groups, music groups, extracurricular activities, club memberships, peer pressure, and parental pressures)

helping analyze emotional needs (sense of humor, overreaction, lonely, socialities, and maturity)

helping students understand educational needs (educational aspirations, achievement, reading and math level, basic skills, scientific principles, and overall ability level)

3. Interview students and parents together. During the interview:

discuss school activities
discuss student programs
display student work
focus on positive student achievements
find out more about family background, activities occupations, values, etc.
use information to enrich instruction and enhance student status within the group

4. Visit the student's home. Observe homelife, furnishings, needs, reading material, etc. Use this information to supplement the life experiences of the students.

5. Integrate and infuse multicultural activities into the curriculum outline. This may include:

listing multicultural needs
specifying multicultural objectives
including activities which emphasize multicultural values and traditions
developing a calendar of ethnic and religious holidays and dates (Plan mini-units of instruction for special days such as St. Patrick's Day, Martin Luther King Day, etc.)
developing ways of using persons of various ethnic and social groups as the vehicles for making instruction relevant to students by inviting them as resource persons
identifying a list of specific people to serve as resource persons
planning relevant student activities which emphasize the cultural diversity of group members

Instructional Procedures

Students of culturally diverse backgrounds respond to many of the same instructional procedures as commonly used by vocational teachers. Some procedures may have particular application to culturally diverse groups. A composite of methods, techniques and instructional aids should be used.

Teaching Methods

A teaching method is a system for planning and carrying out a series of learning experiences. This includes objectives, ways and means of achieving objectives, and means of assessing student progress. The teaching methods used in vocational education can be placed in four main groups (Lee, 1979): the presentation method, the conference procedure method, the job instruction method, and the self-teaching method. Each of these has advantages and disadvantages with culturally diverse groups in vocational education.

Presentation Method. This method includes lectures, illustrated talks, and other procedures in which the role of the teacher is to present information. It provides little opportunity for student interaction. The presentation method is efficient in presenting new information to students. It is sometimes known as subject matter teaching. The teacher's role is that of a information-giver or resource person. The content is often covered in an academic format, but by using a variety of techniques it can be made student-centered and can provide for student interaction.

Students respond to the presentation method differently depending upon their backgrounds. Students from cultures where there is little emphasis on verbal communication would not respond well to lectures, but would respond to realia and "learning by doing" experiences. Presentations can be enriched with slides, filmstrips, models, and other realia.

Discussion. There are a number of variations of the discussion method. The focus is on directed discussions in which all members

of a class are free to participate. The most common form of discussion method in vocational education is known as problem-solving. The problem-solving approach involves focusing instruction on the real-life situations encountered by students. These situations may arise from work experience programs, daily job duties of employed individuals, or backgrounds from which they come. With problem-solving, students are involved in developing the areas to be studied. They specify what the problems are and seek the information needed to solve the problems. The problems are often stated as questions and become the objectives for the instruction. The role of the teacher is to lead, guide, direct, discuss, summarize, stimulate, and serve as a resource person. In classes where students are not fully involved to the point of having their own problems, the teacher must anticipate problems ahead of time. With problem-solving, evaluation is partially achieved by the students. This is a very effective method to use in changing the attitudes of students.

Job Instruction. This method is primarily used for teaching manual skills. It is used in most areas of vocational education. The job instruction method can be used to teach any competency that involves the performance of physical skills. Examples in horticulture include making a root graft, making a cutting, and preparing a corsage. Examples in automobile mechanics include packing wheel bearings, servicing a battery, and adjusting a carburetor. Examples in sales include using a cash register, setting up a display, using scales, and operating a ticket register.

The job instruction method involves four steps: preparation, practice, follow-up, and evaluation. The preparation step involves a number of teacher responsibilities, including demonstrating to the students what is to be done. The students practice the skill once they have been shown how to do it.

Follow-up involves the teacher checking on each student during practice and providing the needed additional instruction on an individual basis. Evaluation is on the basis of how well a job is performed, and may be done by either the students or teacher or both.

Students from particular cultural backgrounds are very responsive to the job instruction method. Those from backgrounds where there is a high degree of physical activity are most responsive. For example, students from homes where there is a high amount of "mechanicking" on automobiles learn more efficiently with job instruction than with the presentation method.

Self Teaching. With this method, students learn on their own. It includes supervised study, programmed learning, and other independent types of learning situations. The role of the teacher is to coordinate and supply students with what they need to move through the learning activities.

Culturally diverse students may respond to various applications of self teaching. For example, remedial activities in language may be provided using audio-tutorial materials. Self teaching with written programmed materials may be inappropriate with many culturally diverse students.

Combinations of Methods

Students respond to a variety of methods. They may tire of the same method used for an entire school year. Vocational teachers often use combinations of methods with culturally diverse students. They may combine presentations and job instruction or any of the methods. For example, a teacher might begin a lesson with a presentation, use discussion (problem-solving) to cover the content, and job instruction to provide hands-on, learning by doing.

Teaching Techniques

The procedures a teacher uses with a method of teaching are the teaching techniques. For vocational teachers, the techniques they use are the tools of their trade. The effectiveness of techniques depends upon the skill of the teacher in using them and the cultural characteristics of the students which have an impact on how they learn most efficiently.

Every teacher has a different teaching style. The techniques that work for one teacher might not be as effective with another teacher. Further, the backgrounds of the students have a bearing upon the effectiveness of certain techniques. Physically oriented students admire strength and endurance. Verbal statements or appeals may go unnoticed. Culturally diverse students prefer straightforward teachers who establish and follow basic rules. Often, they prefer authoritarian techniques with little discussion. They prefer "doing techniques" to passive techniques. Culturally diverse students tend to work out mental problems when they are doing things that are physical.

Many techniques are available to vocational teachers. A few are described here as particularly applicable to culturally diverse students.

Role Playing. This technique (also known as sociodrama) involves simulating reality. Realistic life situations are enacted for study and analysis. Students are selected to assume various roles in role playing, but not their own life role. This technique could be used with the presentation or discussion methods to portray a human relationship problem which is common to members of a class. It can be particularly effective with attitudinal and value problems.

The usual procedure is for 2-5 students to reproduce a situation by acting out a brief scene as it might happen in real life. The other members of the class observe the performance. This technique is not to be used just for

entertainment. The situation must be suited to role playing. It is ineffective when there is only one answer to a problem. Caution should be used not to embarrass students.

The steps in using role playing are:

1. Clarify the problem (situation) in advance. Keep it simple and clear.

2. Establish a situation that can be enacted. It should not be too complex for the students.

3. Cast the characters and provide them with time to get their thoughts organized. This usually includes the teacher spending time with the characters explaining possible actions. (Students should not be permitted to play their own real-life roles.)

4. Prepare observers by instructing them in what to look for in the role playing.

5. Act out roles by participants in the situation. Students are to act spontaneously and not repeat memorized lines.

6. End role playing at the proper time. This involves teacher judgment. The situation should be carried to the point where the objective for the role playing can be achieved.

7. Analyze action of participants. Both observers and players should contribute to the discussion.

Examples of situations for role playing include making a job interview, dealing with an irritable peer, handling unacceptable grooming and body care, dealing with individuals who lack language skills, greeting customers, and meeting other people. There are many applications of role playing with culturally diverse students.

Demonstrations. Two kinds of demonstrations may be used: method and result. A method demonstration is used to show how to do something, while a result demonstration shows what happens as the result of doing something. Method demonstrations show learners models of performance which they should match or surpass. For example, a teacher may demonstrate to students how

to use a cash register, write a sales ticket, make a weld, change a typewriter ribbon, or sew a seam. Result demonstrations are often used to prove that a practice is good. For example, an attractive display may be constructed in a distributive education class to prove that good displays do help to promote supplies and products.

Demonstrations attract and hold student attention. They make instruction more interesting and easier to understand. Demonstrations are concrete and compensate for a lack of abstract ability with culturally diverse students. It is important for the teacher to remember that not everything can be demonstrated. Further, good demonstrations require skill and preparation by the teacher.

The steps in making a successful method demonstration are:

1. Preparation by the demonstrator is essential. This includes obtaining and arranging the needed supplies, equipment, and space. The arrangement should facilitate student observation.

2. Preparation of the learners is essential if they are to realize maximum benefit from the demonstration. This involves emphasizing the importance and need for the process being demonstrated. It includes telling students what to look for in the demonstration.

3. Performing the skill or activity is the essence of a method demonstration. Each step should be slowly and carefully performed. Explanations should be made with the step. Make clear the "why," "how," and "when" in the process. Stress applicable safety procedures. Summarize (and, perhaps, repeat) the demonstration.

4. Clinching the learning is important. Have a student repeat the activity. Answer any questions the students may have. Assist students in developing their skill with the competency demonstrated.

Resource Persons. Many communities have citizens who have specialized skills or knowledge and who are very willing to assist in the instructional program. The teacher is responsible for selecting resource persons who are competent and can relate to the students. Resource persons should be used

only when their input makes a direct contribution to the achievement of the objectives of the vocational program. Good resource persons include skilled craftspersons, agribusiness salespersons, managers of businesses, government agency employees, personnel managers, and other teachers.

In selecting resource persons, vocational teachers may wish to consider the cultural background of the resource person. Students might more readily identify with a person of a cultural background similar to their own.

Field Trips. These allow students to make firsthand observations. Careful planning is necessary so that they contribute to the attainment of the objectives of the instruction. A field trip without an educational purpose or good planning is a waste of student time and resources. All field trips should be carried out in accordance with the policies of the local school. Examples of field trips include trips to stores, local businesses and industries, government agencies, and schools.

Lectures. A lecture is an oral presentation that presents information for the student. Lectures are overused and often ineffective with culturally diverse students. Lectures are more effective when supplemented with visuals.

Supervised Study. This technique is used to provide students the opportunity to learn information to solve problems unique to their particular needs. It is a form of individualized instruction, yet all students in a class may be studying very similar information. It is commonly used in cooperative education and vocational agriculture. Students would need a minimum of reading skills in order to use supervised study.

Problem Solving. This technique is used to teach the solutions to problems in the real world. (Some discussion of problem solving was included

with the conference procedure method.) With this technique, the instruction is student centered. It is effective in changing attitudes.

The procedure in using problem solving involves:

1. Identifying the problem area to be studied.
2. Determining present and past experiences of the students as related to the problem area.
3. Defining the specific problem is important in problem solving.
4. Determining trial solutions to the problem.
5. Determining the best solution or conclusion.

Tests and Inventories. Culturally diverse students may be frightened by tests and inventories. These are often thought to be used only as a means of student evaluation. When properly used, tests and inventories make excellent techniques of instruction. These may range from asking students to rate how much they think they know to providing them with sample tests for use in reviewing learning activities.

Using Realia

Objects or activities that relate vocational instruction to the real world are known as realia. The stress is on concrete examples rather than abstractions. Real things or things which are as near the real thing as possible are used. Realia are used to implement the techniques and methods in teaching. Culturally diverse students are particularly responsive to realia.

Realia include models, specimens, mock-ups, audiovisual aids, and other materials. A picture, transparency, or recording can bring realism not available with the verbal explanations of teachers. Verbal images are not as effective and accurate with culturally diverse students as are images developed with realia.

Teaching with real objects is essential for culturally diverse students in vocational classes. Realia motivate students. Realia stimulate mental and physical activity and help develop better attitudes toward learning.

Special Considerations

Several considerations have been listed to help make instruction applicable to the culturally diverse (Hansen, 1975):

- Keep instruction and terminology simple. Rephrase in several different ways to insure comprehension. Get feedback to be sure the message is understood.

- Pace instruction so the individual will feel comfortable with the change required, then move on to new levels of achievement. If you push too hard, the students will simply drop out to avoid that which they feel they are not capable of doing. Self-confidence must be built with small successes.

- Start where they are and not where you expect them to be. Evaluate in terms of the individual's capacity for growth.

- Teach concepts by involvement and application.

- Vary methods, techniques, and materials to help maintain interest.

- Invite acceptance and stimulate interest by telling the why of instructions or work assignments.

- Supervise study on an individual basis to insure effective use of time, and allow for individual differences in understanding.

- Be especially careful with criticism. With someone who lacks self-confidence, this can quickly kill initiative.

- Help them realize self-determination. Many have no idea of their own capacity to perform. If you have traveled through life at "half throttle," it will be difficult to visualize your capacity beyond that level.

Vocational teachers should "infuse where appropriate" the many concepts, examples and activities appropriate to preserving, extending and enriching cultural diversity. The concepts are:

1. Develop accepted classroom procedures and follow them. Let students know what is expected of them. Be businesslike and consistent. Follow through with the accepted classroom procedure each day. If the procedure needs to be modified,

involve the students in making the changes in a democratic way. Students will be more likely to adhere to procedures which they have had a voice in establishing than those in which they have had no voice.

2. Greet the students as they enter the room. As students enter discuss situations which are interesting or relevant to them. Start the class out on a pleasant note.

3. Take the roll inconspicuously. It's a chore that has to be done, but don't waste time doing it. Trouble starts if too much time is wasted on "chores."

4. Make announcements at the beginning of the period. When announcements are made early, students have a reason for arriving on time. Also, it avoids hurried announcements at the end of class while students are running out the door or forgetting to make the announcement at all.

5. Identify the topic or skill area for the day. Write it on the chalkboard. Identification of the topic in writing helps students focus on the lesson and get ready to learn.

6. Start class promptly. A prompt, businesslike attitude by the teacher discourages discipline problems. If the students see that the teacher is businesslike, they will be businesslike too.

7. Review the lesson from last time. If appropriate, or when continuing a topic of discussion, it is beneficial to get students "tuned in" by reviewing the key points from the previous lesson. At this point, relevant discussion which pertains to the similarities and differences of diverse cultural groups may be introduced.

8. Ask motivational questions. The best way to get students involved in class is to find out which of the students have had previous experience with the subject at hand. Here teachers can call upon and get participation of persons of all experience and achievement levels within the class.

9. Conduct motivational activities. While questioning is an excellent way of motivating students, teacher or student activity is also an excellent way to get students to realize the lesson or task at hand is important. Intriguing questions or activities will get the students attention and help motivate them to study further on their own. A resource person of a various ethnic or racial background could be used to conduct a relevant motivational activity and to assist with the lesson.

10. State objectives in performance terms. As soon as students are oriented to the lesson and see the need for learning, specific objectives should be outlined. The objectives should be written in performance terms, pertain to the lesson of the

day, and relate to the broader unit of instruction being taught. Objectives relating to cultural diversity can be identified explicitly and infused into the ongoing lesson.

11. Plan different episodes within the class period. Teenagers are restless. It is difficult to obtain and maintain their attention. By providing two or three different episodes per class period, instruction is more likely to be more relevant to the diverse learning styles of the students. For example, within a fifty minute class period, the following episodes might be included:

    - a general discussion and questioning period
    - a demonstration
    - completion of a worksheet
    - summary reports by individual students

    By planning different episodes within the class period, time goes faster for students and they are more likely to become actively involved in the learning process.

12. Use a variety of techniques. This concept is closely related to planning different episodes. A large variety of teaching techniques are available. Teachers should use a variety of techniques to maintain interest and keep instruction relevant.

13. Supplement instruction with realia. Short episodes using audiovisual materials will again help develop interest and hold the attention of the students. Many audiovisual materials portray aspects of culture from diverse groups. The astute teacher will capitalize on the cultural aspects of such materials and infuse relevant cultural information into the content of the instruction.

14. Emphasize the cultural aspects of written materials. Teachers can help students find examples of sexism, racism, cultural bias, distortions and omissions in textbooks and other written materials. A vast majority of curricula and instructional material contain ethnic, racial, and sexual biases. Teachers must become more aware of identifying such biases and stereotypes and help students develop a more accepting attitude toward cultural diversity.

15. Reinforce correct answers and acceptable behavior. It is important to reinforce correct answers and reward acceptable behavior in any teaching situation. When teaching the culturally diverse, reinforcement is even more important. The status of a minority student can be raised or lowered in a group by the kind of reinforcement provided by the teacher. Positive reinforcement which enhances the status of minority members of the group should be used at every opportunity.

16. Integrate instructional examples and learning activities which highlight the cultural diversity of group members. Teachers can share with students the contributions of members of minority groups in America to our society, plan activities which emphasize cultural diversity and use various aspects of life such as food, music, folklore, etc., to highlight the diversity of various groups of individuals within our culture.

17. Summarize instruction on a regular basis. A summary of content or skills and major objectives attained will help reinforce the instruction and help students understand the importance of key aspects of the lesson.

18. Evaluate periodically. Periodic evaluations must be conducted to provide students feedback regarding progress. Evaluation, whether conducted for diagnostic, formative, or summative purposes, is an important aspect of instruction.

19. Preview the upcoming lesson. A preview of upcoming activities will help students place the topic or content covered in context and make the instructions more meaningful.

20. Dismiss the class. You, as the teacher, should dismiss the class. Too many teachers let the bell dismiss the class. By accomplishing the task yourself, you maintain more control and respect of the students. This is a part of the authoritarian, in-charge image respected by many culturally diverse students.

Parent Involvement

There is a need for parents and other lay citizens to become involved in the design, implementation and evaluation of multicultural education programs. Involvement of parents or guardians from culturally diverse groups can enrich and enhance the program. Teachers need to learn how to work with parents. According to Hayes (1980), teachers need to develop competencies in:

1. Understanding and overcoming barriers to communication between parents and teachers.
2. Communicating with parents in a variety of settings.
3. Interpreting various institutional practices to parents.
4. Bringing parents together to address common problems.
5. Assisting parent groups in developing leadership.
6. Helping parents understand and work to modify educational systems in order to better serve the students and community.

Teachers should become involved in experiences which help them work more effectively with the community where their students live. All teachers should be able to demonstrate their knowledge of subject areas and effective classroom management and instructional methods. In addition, as Hayes (1980) points out, they should acquire the following competencies for understanding and working with communities:

1. Knowledge of the background and current socioeconomic conditions of cultural and ethnic groups.
2. Skills for visiting homes and holding conferences with parents on both personal and professional levels.
3. Skills for communicating with students and parents from different cultural and ethnic backgrounds.
4. Skills for recognizing students' needs for support and caring from teachers.
5. Knowledge of the principles of community structure and organization.
6. Knowledge of social change processes.
7. Knowledge of community and family values and conditions that impact on student behaviors and attitudes toward learning.
8. Skills for integrating community resources into the school curricula.
9. Skills for planning and implementing programs that bring parents and community members into the schools.
10. Skills for training parents to become effective educators at home.
11. Skills in techniques of conflict resolution.
12. Skills for working with communities to assess and prioritize educational needs.

In addition to being familiar with the language and customs of the students, teachers working with cultural groups other than their own should try to become immersed in the culture of the people.

SUMMARY

Individuals from culturally diverse groups are enrolled in vocational education. They bring into the educational setting certain cultural characteristics which impact instruction and learning. Vocational teachers need to understand cultural differences and respect individuals who have them. (In fact, vocational teachers usually have cultural characteristics of their own which they interject in the process of instruction!)

Culturally diverse students often have not achieved up to grade level academically. They may be poor in reading and verbal communication skills. They may perform well in manipulative (physical) activities. They want to follow rules rather than discuss them. Verbal appeals for "goodness" have little impact and may even be viewed as a sign of weakness.

Principles for Teachers to Follow

Teachers of the culturally diverse need to know and follow accepted principles in teaching these individuals. Several important principles are listed here (Hoover, 1976):

1. Establish your authority early and maintain it.
2. Be consistent.
3. Keep instructions simple and concise.
4. Be alert for incipient behavior problems. (Avoid trouble by anticipating it.)
5. Don't be afraid to act.
6. Do not punish the entire class for the transgressions of a few.

Using the Quick Reference

A summary of possible problems and preventive/corrective educational practices is presented on the following pages. Use this reference to help with the culturally diverse.

Quick Reference

Teaching Culturally Diverse Students in Vocational Education

Problem/Observation	Preventive/Corrective Educational Practices
1. Students appear anti-school	1a. Provide the opportunity for physical expression in school. Avoid heavy emphasis on books and lectures. Use positive reinforcement. Note: Culturally diverse students may be from families where adults have little or no education and are in manual-labor jobs. Differences of opinion may be settled with physical force. No books or magazines may be present in the home. This contributes to youth who are unaware of the ground rules for success in school.
2. Students are present-oriented	2a. Many culturally diverse students want to get out of school and take a job. They want to take life as it is and enjoy today. Using techniques such as role playing, help students to begin setting goals for the future. 2b. Use a resource person of a similar cultural background and who has been successful to discuss goal setting and delayed gratification.
3. Students are hard to settle down when class begins	3a. Avoid letting students get out of hand when they first arrive for class. Enter the classroom or laboratory ahead of the students and have them to be seated. Establish your authority and maintain it. Have work ready for students the moment they enter the classroom or laboratory. "Wolfing around" (aimlessly wandering around looking for opportunities to bother others) should not be tolerated. Regardless, don't humiliate students or raise your voice. (Raising your voice when speaking will likely encourage students to get louder.)

Problem/Observation	Preventive/Corrective Educational Practices
4. Students appear confused about discipline procedures	4a. Establish rules early, inform the students, and be consistent. Discipline rules should be simple and well understood. If problems arise, act early. Do not punish the entire class for misbehavior by one or two individuals.
5. Students use "hip" language	5a. Occasionally use a little yourself. This will help you develop rapport with students. Use your knowledge of "hip" to help students grow and appreciate the acceptable language of the mainstream needed for success. Examples of "hip" include: be cool - means "be patient" that's cold (or dats cold) - something didn't turn out well, such as a bad grade on a test bros (brothers) - used to describe friends or members of ethnic group come-off-on-you - physically whip someone sock yo rooter - hit someone in the nose rapping - carry on a conversation with another person bad - to flatter or describe someone who excells ride - the kind of car someone has toke - take a smoke
6. Students appear not to hear	6a. Determine if there is a hearing problem. This may involve referral to appropriate persons. 6b. If a listening problem, have students view the sound filmstrip entitled "Listening Better." (Available from Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Boulder, Colorado 80306.) 6c. Use listening improvement activities, such as "The Jones-Mohr Listening Test." (Available from University Associates, Inc., 7596 Eads Avenue, La Jolla, California 92037.)

Problem/Observation	Preventive/Corrective Educational Practices
7. Students consistently fail written tests	7a. Determine possible cause such as inability to read or write or lack of comprehension. (Some students may not be applying themselves. The problem may be one of motivation.)
	7b. If students have comprehended, use oral or performance tests.
8. Students do not speak English (or have very limited English speaking ability)	8a. Determine students' backgrounds, including previous language experiences. Discuss with language teacher or other individual. Arrange for students to study English using "English Step-by-Step With Pictures" (by Ralph S. Boggs and Robert J. Dixson and available from Regents Publishing Co., Inc.) or "Wordcraft" (filmstrip, tape, and manual sets available from Vocab Incorporated, Chicago, Illinois 60608) or "Stepping Into English" (filmstrip, tape, and manual sets available from National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60077).
9. Students cannot write basic English vocabulary	9a. Have students complete "Spelling by Doing." (This is an English Survival Series from National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60077.)
	9b. Refer to a remedial-related teacher for assistance.
10. Students sleep in class	10a. Try to determine why the students are sleeping. If it is due to lack of sleep, encourage adequate rest. If it is due to being bored with school, use a variety of teaching techniques, selecting those which include physical activities and visuals. If students are "down" on school, provide opportunities for the students to be successful and reinforce the successful behavior.

Problem/Observation	Preventive/Corrective Educational Practices
11. Students pay no attention to verbal appeals for good behavior	11a. Remember, culturally diverse students respect firm authoritarian adults. Act quickly but remain calm. (Don't blow your "cool.") Handle your own discipline problems. Don't call in someone else because this is interpreted as a sign of weakness.
12. Students are habitually tardy to class	12a. Perhaps there is a reason for the tardiness. If it is due to poor habits by the students, try assigning the students a routine responsibility at the start of class. An example might be setting up equipment before class or making arrangements in the room or laboratory. Above all, try to correct tardy behavior. This is not what employers will appreciate.

Appendix A

Sources of Materials
for
Culturally Diverse Students

Source	Kinds of Materials
National Textbook Company 8259 Niles Center Road Skokie, Illinois 60077	English language materials Cultural awareness kits
CTB/McGraw-Hill DelMonte Research Park Monterey, California 93940	Achievement tests Language tests Competency-based tests
The Continental Press, Inc. 2336 Farrington St. Dallas, Texas 75207	Bilingual education materials
Learning Tree Filmstrips 934 Pearl Street Box 1590 Boulder, Colorado 80306	Multimedia kits on listening, writing, reading, and remembering
Allyn and Bacon, Inc. 470 Atlantic Avenue Boston, Massachusetts 02210	Publications on teaching, discipline, and other areas.
J. Weston Walch, Publisher 321 Valley Street Box 658 Portland, Maine 04104	Publications on mainstreaming
Association for Supervision and Curriculum Development 1701 K Street, N.W., Suite 1100 Washington, D.C. 20006	Materials on multicultural education

Regents Publishing Company Park Avenue New York, New York 10016	Audiovisual materials and texts on English as a second language
National Center for Research in Vocational Education The Ohio State University 1960 Kenny Road Columbus, Ohio 43210	Curriculum guides and professional materials on vocational education

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